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ABSTRACT

This paper reports on a survey of Indiana public secondary educator perceptions of student discipline problems. An extensive list of specific student misbehaviors are rated by respondents answering the following four questions. Which misbehaviors are problems in the area of discipline? How often does each occur? How serious would it be when, or if, it occurs? How much would it interfere with the learning environment? Comparisons are made between responses of teachers and administrators. A second set of comparisons are made among urban, suburban, and rural respondents. Major findings were that most serious problems occur only rarely and that the least serious behaviors occur most frequently. (Author)

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Educator Perceptions of Student Discipline

by

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for

American Educational Research Association

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The last eleven annual Gallup Polls on education have concluded that student discipline is the concern held most frequently about American education. Over the past twenty years, literally hundreds of books, articles, and papers have been published in the United States dealing with various aspects of student discipline. At the same time, however, there appears to be very little research-based objective information available to indicate what student discipline problems are actually being faced by educators in the field.

The purpose of this paper is to present the findings of a study conducted by the author to determine the following:

1. What specific student behaviors are perceived by Indiana public secondary teachers and administrators to be problems in student discipline as opposed to other kinds of problems?
2. How frequently do these identified discipline problems occur in Indiana schools?
3. How serious do teachers and administrators perceive the identified student discipline problems to be?
4. To what extent do the identified discipline problems interfere with the learning environment as perceived by teachers and administrators.

The findings of the study are limited to Indiana public schools and should not be generalized to wider populations on the basis of this survey alone.

Related Literature

Probably the most authoritative study on student discipline in the United States during this century is the work by Wickman (1929) done in the Minneapolis

and Cleveland school systems. He compiled a list of fifty specific observed undesirable student behaviors, collecting data on frequency of occurrence and on level of perceived seriousness from teachers in those school systems. Wickman's work remains to this day one of very few empirical studies dealing with specific student discipline problems on an original basis.

An extensive library and computer search of more current educational literature resulted in a great many items dealing in one way or another with the broad construct of student discipline. Almost all of the publications reflect either the tenets of psychological or learning theories or the personal experiences of the writers. Many of the works cite a few specific student misbehaviors or categories of misbehaviors, suggesting possible strategies for coping with such problems. Other publications offere general strategies for teachers to use in dealing with or avoiding unspecified student discipline problems. The citations which follow were selected to present a representative picture of the types of works that have been published in recent years on this subject.

In a series of articles on discipline, the National Education Association (1969) presents a number of hypothetical classroom incidents or dicipline problems. A "typical incident" is given, followed by an analysis and proposed solution offered by an authoritative individual. There is no effort to ascertain what behaviors actually exist or how they are perceived by teachers but rather the assumption is made that the behaviors treated are representative of problems in the field.

Still another treatment of discipline behaviors is a Self-Directive Day as described by Colver and Richter (1971). During Self-Directive Day, a student signs a 'contract' in which he agrees to attend all scheduled classes and homeroom, obey all laws, refrain from vandalism, smoking, the misuse of

drugs, and other activities which might be disruptive to the education process.

Mikulsky (1976) presents a very detailed, annotated bibliography on discipline in the schools. However, the five topic areas he covers - (1) the relationship between discipline and learning; (2) attitudes toward behavior problems and discipline; (3) corporal punishment; (4) the role of the disciplinarian; and (5) solutions to discipline problems (including behavior modification, the role of the teacher, and programs and systems for improving discipline) - do not include works identifying the specific discipline behaviors with which the five areas are concerned. He does review two references which deal with the identification and ranking of a quantity of behaviors in terms of their seriousness and importance but on a rather limited basis.

Hollomon (1976) asks teachers to list and describe in descending order no more than three behaviors they perceive to be most unacceptable in the classroom. Those behaviors requested were to be only those which interfere with the teacher. The teachers are also asked to describe, in descending order, no more than three techniques they judge to be most effective in dealing with the three behaviors.

The National Education Association (1976) conducted a nationwide survey of public school teachers to determine what teachers feel about discipline and violence in the schools. The survey showed that student violence and physical attacks on teachers,were two of the more important problems. Other behaviors concerning teachers were impertinence and discourtesy, theft (small), destruction of schoool property, theft (large), carrying dangerous weapons, and rape. The report gave the results of the frequency of occurrence for these behaviors but did not list what other behaviors were identified.

Griggs (1977) concludes an article on classroom management with nine principles she advocates as being essential to helping students become disciplined. Without serious question the principles are important, well

founded on psychological principles, and reflect a teacher's desire to identify means of successfully coping with discipline problems in the classroom. However, the article proposes a generalized treatment for discipline problems not identified by the author.

Sanders (1977) offers another work advocating the importance of classroom discipline and provides suggestions that may be helpful to teachers facing discipline problems in general. Proceeding on the assumption that pupils must be taught discipline, the author discusses ways of modifying the classroom environment and suggests ways to direct and encourage pupils to-acceptable behavior.

Gorton (1977) offers some means of handling discipline problems with nonpunitive measures such as: involving all available pupil-services personnel, behavior modification, and alternative education programs such as work-study programs or special classes. Gorton describes other approaches such as use of a student ombudsman, a grievance committee to hear and take action on students' concerns about their school, and crisis rooms to help students calm down prior to returning to the classroom. Gorton doesn't say that these types of measures will eliminate discipline problems, but he does feel that, properly implemented, they could eventually reduce the misbehavior.

Eckbreth (1978) cites problems she feels are most common in the secondary schools, among them are: excessive talking in class, attention-getting actions, students fighting or threatening to punch other students, students insulting or being rude to others, and habitual tardiness.

Nickerson (1978) suggests dealing with the student as an individual and discusses the role of the schools, making the assumption that if schools become more personal places the anarchy found in those schools will disappear. In his opinion, the problem can be righted if the emphasis is changed to the

needs of the individual student from what is being taught, the mechanics of operation, the building itself, or other objectives.

A Behavioral Attitude Change (BAC) program is discussed by Fuchs, Feen, and Reid (1978). Dealing with disruptive classroom behavior, lack of motivation, chronic truancy from school or class, lack of self-control, and other similar problems, the article describes the intricacies of the BAC program as it attempts to deal with student behavior modification.

Glasser (1978) offers 10 steps to good discipline in the schools, stressing that his steps will only work in a school where "people would normally choose to be--in the school which is continually striving to be a good place." He explains that a good place is one where administrators support and participate in an approach to discipline that teaches self-responsibility.

One of the most exhaustive and informative citations reviewed was a report by Feldhusen (1978) which deals with behavior problems in the secondary schools. The work was an effort to review and clarify the problems, identify causes, and examine programs and procedures for remediating or preventing such behavior. However, throughout the entire work, there are only slight references to the types and extent of specific behaviors to be found in the schools. The central theme in most of the collected cases reviewed is that of student violence, either toward people or property. There are references to other behaviors as part of the overall problem, but the particular issue most often cited as the serious one is that of violence.

One of the few works which does deal with a rather extensive listing of behavioral problems as well as treatments is Dobson, Dobson, and Kincaid (1971). Their study finds that junior high school students and teachers differ in their perceptions of disciplinary problems and in the prescriptions of treatment for students who exhibit such behavioral problems. By means of a list

of 32 behaviors taken from the work of Wickman (1929), their findings indicate that teachers view defacing school property, petty thievery, physical attack on teachers, truancy, general rudeness, and cheating on assignments and/or tests as the most serious of the items listed. Junior high boys view smoking, cruelty or bullying, defacing school property, cheating on class assignments and/or tests, and committing petty thievery as the most serious. The differences between students and teachers regarding treatments for behaviors were obvious with teachers prescribing more desirable treatments for discipline problems. In terms of the current study, this citation was one of the most valuable since it was one of the few which even approach an empirical effort to determine perceptions and identification of specific student discipline problems.

Thompson (1976) argues that a very serious difference exists between those behaviors which are legitimate discipline problems (i.e. real) and those behaviors which are merely perceived by the teacher to be discipline problems. He contends that not only are many physiological and psychological problems of students being dealt with incorrectly as discipline problems, he even argues that too much discipline in the classroom is counterproductive. Thompson's thesis is that teachers should learn to differentiate between real and perceived discipline problems and to raise their level of tolerance for non-task activity in the classroom.

Rationale

Of all the works reviewed, only Wickman (1929) and Dobson (1971) presented detailed lists of empirically based specific student misbehaviors actually occurring in the schools. Of those two studies, the more authoritative

was Wickman's which is now approximately fifty years old. Dobson's work, albeit well done, could not be generalized beyond his specific study group in a junior high school in Florida and, further, simply selected thirty-two of Wickman's original list of undesirable behaviors. Clearly, a more current list of student misbehaviors is lacking in the literature. The first objective of this study, therefore, was to generate a new list of student misbehaviors based on current educational literature and validated by educational theoreticians and practitioners in the field.

Thompson (1976) very convincingly argues that not all undesirable student behaviors can be justifiably regarded as discipline problems. He contends that there are two types of discipline problems: real and perceived, presumably real being a subset of perceived. Realizing that philosophically and psychologically this is a very strong argument, one must still accept the fact that it is the practitioner on the line and not the theoretician who must deal with student behavior on a day-to-day basis. This obvious paradox gave rise to the second objective of the study which was to determine which of those undesirable student behaviors are perceived by teachers and administrators to be discipline problems.

Once having identified a student misbehavior as a discipline problem whether real or merely perceived, then several obvious questions arise: How often does it occur? Taken as an isolated incident, how serious is the problem perceived to be? Again, taken as an isolated incident, how much would the behavior interfere with the learning environment?

Methodology

The list of student misbehaviors which formed the basis for the instrument was collected during the literature search. The initial list was a compilation of all those statements by the reviewed authors which delineated student

behaviors, mannerisms, or characteristics viewed as causing concern or expressly cited as disciplinary in nature. This initial list was quite extensive and contained a large number of obvious duplications as well as many items which would be most difficult to interpret as discipline problems. The list was edited to remove only duplicate items as well as to improve the clarity of the retained items.

The revised list was submitted to a panel of experts consisting of eight teachers and administrators from both the university and secondary school levels. The panel members were specifically instructed not to determine which behaviors were actually discipline problems, but rather were to verify that the items were undesirable student behaviors which could be of concern to educators. Additionally, they were asked to review the list for duplications and ambiguities and to determine whether any further items were needed. The result of the foregoing process was a validated list of 101 student misbehaviors which are of general concern to educators. It does not represent solely a list of student discipline problems, but rather includes discipline problems among other types of misbehaviors.

The list of student misbehaviors was then incorporated into an instrument in two sections. Section one consists of a letter to the respondent explaining the purpose of the study and a biographical data section which includes: sex of respondent, type of school, size of school, highest degree held, grades taught, major subject area, type of position held, and years of experience. Section two includes a set of instructions followed by the validated list of student misbehaviors with spaces provided for the required responses.

The instructions indicate that the respondent is to go through the list of student behaviors and check those items he perceives to be discipline problems (Part A). He is then asked to go through the list a second time and

rate each previcusly checked item in three areas: frequency of occurrence (Part B1), level of seriousness (Part B2), and degree of interference (Part B3). The rating scales are as follows:

Frequency of Occurrence: Part B 1:

0 Never observed
1 Once or more in semester
2 Once or more monthly
3 Once or more weekly
4 Once or more daily

Level of Seriousness - Part B 2:

0 Not concerned
1 Slightly concerned
2 Moderately concerned
3 Very concerned
4 Extremely concerned

Degree of Interference - Part B 3:

0 Doesn't interfere
1 Disturbs only one or two students
2 Disturbs surrounding students
3 Temporarily distracts entire class
4 Class must be stopped until situation is corrected

The completed instrument is entitled "Survey of Discipline Problem Behaviors in Indiana Secondary Schools," copyright 1979, by Purdue Research Foundation.

A stratified random sample of all secondary level teachers and administrators in Indiana was selected to receive the survey instrument. The Indiana Department of Public Instruction computerized data bank provided the mailing list from the most current information available, which was for school year 1977-78. During the first week of February, 1979 a total of 1086 copies of the anonymous-but-coded instrument along with stamped, self-addressed envelopes were mailed. Three weeks later a follow-up letter was mailed to all those persons who had not returned the completed instrument. After a total of five weeks, 310 usable surveys had been returned for a usable response rate of 29 percent. There were an additional 28 instruments returned which were

unusable for various reasons giving a total response rate of 32 percent.

The instruments were then coded and transferred to data cards. The Statistical Package for the Social Sciences (SPSS) was utilized to analyze the data. For the purpose of this specific paper, only the Frequencies program was utilized. Because of the exploratory nature of this preliminary study and because of the low return rate, no specific hypothesis testing was done and simple descriptive data are presented in this paper.

Respondents

Of the 1086 persons to whom the original survey was mailed, a total of 338 surveys were returned, of which 310 were usable. The following biographical data summary describes the group of respondents:

1. Usable return rate - 29%
   Total return rate - 32%

2. Sex

Male	169
Female	141

3. Type of school

Urban	111
Suburban	87
Rural	112

4. School enrollment

Under 250	7
251 - 500	47
501 - 750	65
751 - 1000	52
1001 - 1500	62
1501 - 2000	41
over 2000	33

5. Highest degree held

Bachelor's	46
Master's	244
Others	7

6. Grades taught

6	29
7	86
8	91
9	136
10	146
11	167
12	172

7. Major subject area

academic	160
vocational	86
other	60

8. Major position held

teacher	248
Administrator	25
Counselor	20
Other	16

9. Years of experience

Mean	13.0
S.D.	9.4
Median	11.1

Findings

Table 1 summarizes the ratings of all 101 student behaviors by responding teachers (of all disciplines) and administrators (principals and assistant principals). Of the 101 student misbehaviors, only 47 were perceived to be discipline problems by a majority of the teachers responding to the survey. The percentage of teachers perceiving various behaviors tc be discipline problems ranged from 12.1 percent for student activism (underground newspapers, agitation, etc.) to 79.4 percent for ambivalence, (Table 1). For the administrators responding the percentages ranged from 16.0 percent for such behaviors as sulking and tattling to 92.0 percent for absenteeism (truancy), (Table 2). Even though both the lowest and highest percentages were given by administrators, only 46 behaviors were perceived by over 50 percent of the administrators responding to be problems in discipline.

When rating the behaviors on frequency of observation, responding teachers placed rape or attempted rape at the bottom of the list with a mean rating of 0.12 and placed talking without permission at the head of the list with a mean rating of 3.62. Administrators mean ratings ranged from a low of 0.00 for rape or attempted rape to a high of 3.75 for infraction of school rules/policies.

In reference to the perceived level of seriousness of each behavior, when or if it should occur in their school, teacher response means ranged from 1.67 for tattling to 3.69 for homicide (actual or attempted). Administrator mean ratings on this item ranged from 1.25 for tattling to 3.92 for use of drugs other than marijuana while at shcool.

On rating the behaviors, when or if they should occur, by their relative degree of interference with the orderly process of education, teachers placed skipping class at the bottom with a mean rating of 0.69

Table 1

Summary of Ratings of 101 Student Misbehaviors by Teachers and Administrators

Behavior	% Perceiving As Discipline		Mean Frequency of Observation		Mean Level of Seriousness		Mean Degree of Interference	
	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators
1. Absenteeism (excused but excessive)	62.1	72.0	2.98	3.28	2.75	3.06	1.20	1.27
2. Absenteeism (truancy)	55.6	92.0	2.82	3.22	2.78	3.26	1.10	1.20
3. Abusing privileges (hall, bathroom, office, etc.)	70.2	76.0	2.96	3.63	2.49	2.74	1.41	1.71
4. Aggressive behavior (bullying, attempts to dominate)	57.7	56.0	2.38	2.57	2.57	2.93	2.36	2.23
5. Ambivalence (doesn't care attitude)	79.4	60.0	3.50	3.20	3.17	2.73	1.54	1.86
6. Angry outbursts	54.8	48.0	2.07	2.75	2.58	2.83	3.07	3.17
7. Aggogance/antagonism	53.2	56.0	2.46	2.71	2.47	2.79	2.50	2.43
8. Blaming others (not assuming responsibility)	58.1	44.0	2.71	2.73	2.48	2.27	1.57	1.70
9. Bringing pornographic materials to school/class.	26.2	32.0	0.65	1.12	2.07	2.12	1.75	1.00
10. Bringing weapons to school or school functions	29.0	40.0	0.41	1.00	3.55	3.30	2.74	2.00
11. Cheating in class (on tests, projects, classwork, etc.)	69.4	64.0	2.20	2.50	2.97	2.88	1.48	1.47
12. Cheating outside class (plagarizing, copying homework, etc.)	46.8	44.0	2.35	2.27	2.78	2.46	0.98	1.10
13. Clowning/foolish behavior	73.0	52.0	3.19	3.00	2.19	1.54	2.78	2.25
14. Conflicts between ethnic/racial groups	28.2	28.0	0.99	0.71	2.59	2.14	2.58	3.29
15. Confrontations with authority figures (arguments, bold and open defiance)	62.9	64.0	2.09	2.50	3.10	3.25	3.01	3.00
16. Defiance (openly and boldly resisting)	62.5	60.0	1.88	2.00	3.15	3.13	3.21	2.79
17. Destroying own or other's property	66.9	80.0	2.14	2.25	3.20	3.10	1.94	1.72
18. Dirty hands and face, body odor (personal hygiene)	32.7	28.0	2.47	2.29	2.49	2.14	1.58	1.57
19. Disorderly, rebellious (alienation from authority)	56.5	48.0	2.20	2.38	3.12	2.92	2.90	2.92
20. Disrespectful toward school personal (insults, rudeness, etc.)	72.2	72.0	2.42	2.44	3.17	3.22	2.45	2.59
21. Disrespectful toward other students	64.5	56.0	3.00	2.93	3.06	2.79	2.37	1.83
22. Disruption of class/school routines	61.7	60.0	2.57	3.13	2.88	2.73	3.07	2.93
23. Eating/drinking in class (candy, food, gum, etc.)	53.6	44.0	2.87	3.36	1.90	1.64	1.73	1.64
24. Failing to bring books, paper, etc.	67.3	60.0	3.41	3.33	2.80	2.40	1.76	1.64

Behavior	% Perceiving As Discipline		Mean Frequency of Observation		Mean Level of Seriousness		Mean Degree of Interference	
	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators
25. Failing to do in-class assignments	59.3	44.0	3.11	3.54	2.92	2.45	1.46	1.91
26. Failing to do homework	60.9	44.0	3.33	3.54	3.00	2.64	1.23	1.73
27. Failing to turn in homework when due	53.6	44.0	3.28	3.54	2.89	2.73	1.17	1.82
28. Gambling (cards, penny-tossing, etc.)	30.2	36.0	1.38	1.11	2.25	2.44	2.07	1.89
29. Getting out of seat without permission/moving about	43.1	36.0	2.84	2.78	2.10	2.00	2.34	2.11
30. Disrupting group activities	39.5	32.0	2.09	1.62	2.60	2.50	2.90	2.38
31. Hitting, fighting with other students	52.8	64.0	1.87	2.50	2.95	3.25	3.10	2.73
32. Hollering, yelling	52.4	44.0	2.74	3.18	2.52	1.91	2.94	2.36
33. Homicides (attempted or actual)	22.6	28.0	0.14	0.14	3.69	3.00	3.37	2.50
34. Hyperactivity (abnormally active)	40.3	32.0	2.71	2.38	2.38	2.00	2.29	2.00
35. Idleness	49.2	24.0	3.40	2.67	2.70	2.33	1.15	1.33
36. Injuring others (intentional)	33.5	44.0	1.12	1.64	3.38	3.09	3.23	2.18
37. Injuring self (intentional)	20.6	28.0	0.62	0.43	3.37	3.00	3.02	2.00
38. Ignoring teacher	57.3	56.0	2.92	2.93	2.95	2.93	2.22	2.14
39. Inattentiveness (daydreaming, etc.)	64.9	56.0	3.37	3.21	2.65	2.50	1.21	1.38
40. Infraction of school rules/policies	67.7	84.0	3.23	3.75	2.99	3.19	2.11	2.00
41. Interfering with work of others	53.6	48.0	3.08	2.75	3.07	2.42	2.34	1.92
42. Lying (to teacher, others)	58.5	56.0	2.45	2.71	3.03	2.79	1.45	1.29
43. Making loud noises/laughing at inappropriate times	57.3	44.0	2.86	3.00	2.55	2.27	2.96	2.64
44. Making obscene gestures	39.9	48.0	1.74	2.00	2.54	2.67	2.24	2.25
45. Name calling	50.0	56.0	2.81	3.00	2.59	2.29	2.32	2.00
46. Negative attitudes toward authorities	63.3	64.0	3.03	3.12	3.08	3.19	1.86	2.13
47. Negative attitude toward school	66.9	64.0	3.21	3.38	2.99	3.12	1.63	1.88
48. Noise (pencil or foot tapping, etc.)	48.0	32.0	3.15	2.88	2.09	2.12	2.32	2.12
49. Not following instructions	61.3	44.0	3.44	3.64	2.94	2.82	1.83	2.33
50. Not paying attention in class or trying not to learn	69.4	56.0	3.45	3.21	3.08	2.93	1.50	2.15
51. Note passing	44.8	20.0	2.66	2.60	1.71	1.60	1.59	1.60
52. Obscene notes/writings/graffiti	37.9	52.0	1.85	2.15	2.41	2.46	1.62	1.77
53. Passive evasion (hiding, delaying, stalling on errands, etc.)	44.8	40.0	2.43	2.40	2.29	2.20	1.22	1.20
54. Students picketing or student strikes	16.5	24.0	0.33	0.33	2.10	2.17	2.33	2.60
55. Profanity	66.5	60.0	3.16	2.80	2.82	3.00	2.32	1.93
56. Providing illegal substances (selling, giving away, trading, etc.)	42.3	56.0	1.40	1.93	3.33	3.86	2.10	2.21
57. Protests, political	12.9	24.0	0.24	0.17	2.02	2.00	2.05	2.00
58. Protests, racial	14.9	24.0	0.27	0.17	2.55	2.33	2.54	2.50
59. Racial or ethnic oriented disturbances between individuals	22.6	24.0	0.64	0.33	2.67	2.50	2.71	2.50

	Behavior	% Perceiving As Discipline		Mean Frequency of Observation		Mean Level of Seriousness		Mean Deg of Interference	
		Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators
60.	Rape or attempted rape	21.0	24.0	0.12	0.0	3.51	3.33	3.13	2.67
61.	Reading non-school related materials in class	35.1	28.0	2.33	2.25	1.75	2.29	1.07	1.29
62.	Rejection of normal means, not ends	18.1	16.0	2.45	2.00	2.46	1.75	1.73	1.75
63.	Rejection of values by demeanor	26.6	16.0	2.53	2.25	2.72	2.00	2.02	1.75
64.	Responding disrespectfully to teacher	55.2	60.0	2.49	2.73	3.12	3.33	3.07	3.07
65.	Ritualism (clubs, gangs, cliques, etc)	19.0	28.0	1.72	0.57	1.96	2.14	1.57	1.57
66.	Running in the halls	57.3	56.0	3.40	3.08	2.15	2.00	1.30	1.58
67.	Shyness, timidity, withdrawing from social interaction	31.5	32.0	2.88	2.62	2.54	2.12	0.87	0.50
68.	Skipping class	58.5	84.0	2.62	3.05	2.71	3.33	0.69	0.95
69.	Sleeping in class	45.2	36.0	2.36	2.33	2.28	2.22	1.14	1.44
70.	Slovenly manner/appearance	27.4	36.0	3.10	3.00	2.55	2.89	1.27	1.44
71.	Smoking/chewing tobacco in any form	48.4	80.0	2.53	2.80	2.67	2.85	1.72	1.37
72.	Smoking marijuana (before school)	49.2	76.0	1.77	1.94	3.35	3.79	1.83	1.29
73.	Smoking marijuana (while at school)	49.6	52.0	1.52	1.54	3.51	3.77	2.05	1.08
74.	Socially delinquent behavior (indecent exposure, etc.)	27.0	28.0	0.49	0.67	3.10	2.71	2.86	2.00
75.	Squirming, fidgeting	29.0	32.0	3.30	3.62	2.13	2.00	1.74	1.86
76.	Stealing exams or tests	26.2	40.0	0.46	0.90	3.10	2.89	1.59	2.11
77.	Stimulating collective behavior (crowds, gangs, mobs, etc.)	27.4	36.0	1.07	1.11	2.76	2.44	2.59	2.44
78.	Striking teacher	27.0	24.0	0.27	0.33	3.50	2.50	3.53	2.67
79.	Student activism (underground newspapers, agitation, etc.)	12.1	28.0	0.33	0.43	2.05	1.86	1.26	1.33
80.	Sulking	32.7	20.0	2.64	2.80	2.11	1.60	1.33	0.60
81.	Suspicious of teacher/others	23.8	16.0	2.18	2.50	2.34	2.50	1.13	1.25
82.	Talking without permission	66.5	60.0	3.62	3.40	2.36	2.27	2.65	2.07
83.	Tardiness to class	70.6	88.0	3.30	3.50	2.64	3.13	2.24	2.14
84.	Tardiness to school	53.2	84.0	3.29	3.67	2.58	3.09	1.73	2.10
85.	Tattling	17.7	16.0	2.36	1.75	1.67	1.25	1.47	1.50
86.	Teasing	39.1	28.0	2.94	2.86	2.07	1.86	1.94	2.29
87.	Theft	55.2	72.0	1.79	2.39	3.38	3.47	2.05	2.00
88.	Threatening teacher	33.9	48.0	0.93	1.33	3.47	3.67	3.13	3.42
89.	Threatening other students	42.7	56.0	1.86	2.14	3.26	3.57	2.94	2.71
90.	Threat of physical violence	34.7	56.0	1.62	1.79	3.26	3.50	3.13	3.07
91.	Throwing objects (spitballs, paper wads, rocks, rubber bands, etc.)	56.5	60.0	2.38	2.60	2.63	2.80	2.73	2.80
92.	Turning in assignments late	42.7	40.0	3.09	3.00	2.63	2.80	0.94	1.70
93.	Use of alcohol (before school)	43.5	60.0	1.27	1.60	3.23	3.67	1.80	1.64

Behavior	% Perceiving As Discipline		Mean Frequency of Observation		Mean Level of Seriousness		Mean Degree of Interference	
	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators
94. Use of alcohol (while at school)	38.7	44.0	0.94	1.54	3.41	3.82	2.21	2.00
95. Use of drugs other than marijuana (before school)	34.7	56.0	1.05	1.00	3.47	3.86	1.92	1.46
96. Use of drugs other than marijuana (while at school)	35.9	52.0	0.90	1.00	3.56	3.92	2.25	2.00
97. Using foul, obscene, abusing language	62.5	72.0	2.93	2.78	3.22	3.17	2.69	2.82
98. Vandalism to school property (cutting breaking, marring, marking, etc.)	76.6	84.0	2.21	2.14	3.30	3.57	2.14	2.00
99. Vandalism to community property	39.1	36.0	1.77	1.78	3.36	3.11	1.77	1.22
100. Verbal hostility	48.8	52.0	2.66	2.62	3.15	3.00	2.92	2.77
101. Violations of dress code	22.6	20.0	1.81	1.60	1.98	1.80	1.62	1.80

and striking teacher at the top with a mean rating of 3.53. Responding administrator rankings ranged from 0.50 for shyness, timidity, withdrawal from social interaction to 3.42 for threatening teacher.

Table 2 compares the ratings of the behaviors by the 111 urban, 87 suburban and 112 rural respondents. A majority of urban respondents perceived 49 behaviors to be disciplinary with percentages ranging from a low of 12.6 percent for political protests to a high of 79.3 percent for confrontations with authority figures. One-half or more of responding suburban educators also perceived 49 behaviors to be disciplinary problems. In this case, response rates ranged from 79.3 percent on ambivalence to 10.4 percent on theft. A majority of rural educators responding perceived only 29 behaviors to be disciplinary in nature. Response rates for this group ranged from 9.8 percent perceiving student activism to be a disciplinary problem, up to 78.6 percent for ambivalence.

In terms of frequency of occurrance, urban educators placed homicide (actual or attempted, at the bottom with a mean rating of 0.07.) Suburban respondents placed rape (actual or attempted) at the bottom with a mean rating of 0.00. Rural educators placed racial protests at the bottom with a mean rating of 0.00. At the top of the list on frequency of occurrance for all three groups was talking without permission with means of 3.61, 3.65, and 3.56 for urban, suburban and rural, respectively.

In response to the level of perceived seriousness, respondents gave the lowest mean rating to the following behaviors: urban, note passing, mean rating 1.49; suburban, tattling, mean rating 1.72; rural, eating and drinking in class, mean rating 1.70. Rated as most serious by respondents were striking teacher (mean 3.68, urban), use of drugs other than marijuana while at school and use of drugs other than marijuana before school (mean ratings tied at 3.76, suburban), and smoking marijuana while at

school (rural, mean rating 3.69).

In indicating their perceptions of the level of interference in the orderly teaching/learning process which would be caused by each of the rated behaviors, both urban and suburban respondents placed striking teacher at the top of their lists with mean ratings of 3.70 and 3.50, respectively. Rural respondents placed homicides (actual or attempted) first with a mean rating of 3.42. With lowest mean ratings on this measure were skipping class (urban, 0.51; and suburban, 0.79) and shyness, timidity, withdrawing from social interaction (0.78, rural).

Table 2

Summary of Ratings of 101 Student Misbehaviors by
Urban, Suburban and Rural Indiana Public Secondary Educators

	% Perceiving As Discipline			Mean Frequency of Occurrance			Mean Level of Seriousness			Mean Degree of Interference		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
1. Absenteeism (excused but excessive)	65.8	63.2	63.4	3.25	2.95	2.87	3.01	2.73	2.64	1.34	1.09	1.17
2. Absenteeism (truancy)	67.6	58.6	55.4	3.13	2.81	2.74	3.05	2.71	2.82	1.24	0.94	1.10
3. Abusing privileges (hall, bathroom, office, etc.)	72.1	72.4	65.2	3.06	2.97	3.14	2.53	2.38	2.55	1.27	1.49	1.49
4. Aggressive behavior (bullying, attempts to dominate)	63.1	59.8	47.3	2.54	2.33	2.28	2.61	2.67	2.47	2.31	2.32	2.33
5. Ambivalence (doesn't care attitude)	72.1	79.3	78.6	3.47	3.52	3.41	3.27	3.06	3.15	1.56	1.40	1.73
6. Angry outbursts	60.4	59.8	40.2	2.37	2.11	1.83	2.59	2.68	2.46	3.14	2.98	3.00
7. Arrogance/antagonism	61.3	58.6	41.1	2.73	2.47	2.28	2.64	2.40	2.49	2.45	2.46	2.39
8. Blaming others (not assuming responsibility)	56.8	58.6	52.7	2.92	2.48	2.68	2.48	2.53	2.44	1.54	1.51	1.57
9. Bringing pornographic materials to school/class	25.2	35.6	17.9	0.91	0.76	0.54	1.74	2.45	2.09	1.45	1.94	1.59
10. Bringing weapons to school or school functions	35.1	35.6	18.8	0.63	0.56	0.30	3.56	3.59	3.27	2.56	2.71	2.48
11. Cheating in class (on tests, projects, classwork, etc.)	62.2	73.6	61.6	2.21	2.14	2.30	2.83	3.06	2.94	1.42	1.59	1.48
12. Cheating outside class (plagarizing, copying homework, etc.)	48.6	43.7	41.1	2.40	2.05	2.51	2.62	3.10	2.59	0.75	1.11	1.21
13. Clowning/foolish behavior	73.0	77.0	60.7	3.20	3.19	3.13	2.15	2.06	2.14	2.58	2.86	2.73
14. Conflicts between ethnic/racial groups	43.2	27.6	12.5	1.41	0.74	0.27	2.86	2.62	1.86	2.89	2.16	2.36
15. Confrontations with authority figures (arguments, bold and open defiance)	79.3	58.6	49.1	2.33	2.02	1.98	3.09	3.18	3.06	2.89	3.34	2.85
16. Defiance (boldly and openly resisting)	65.8	66.7	48.2	2.18	1.76	1.67	3.14	3.19	3.09	3.09	3.27	3.04
17. Destroying own or other's property	67.6	72.4	61.6	2.51	2.03	1.97	3.21	3.30	3.12	2.01	2.80	1.70
18. Dirty hands and face, body odor (personal hygiene)	31.5	29.9	32.1	2.62	2.17	2.42	2.23	2.50	2.50	1.41	1.60	1.78
19. Disorderly, rebellious (alienation from authority)	63.1	62.1	39.3	2.54	2.15	1.96	3.07	3.13	3.09	2.85	2.87	2.83
20. Disrespectful toward school personnel (insults, rudeness, etc.)	76.6	72.4	66.1	2.66	2.43	2.22	3.13	3.25	3.11	2.40	2.54	2.44
21. Disrespectful toward other students	67.6	71.3	51.8	3.04	2.97	3.02	2.99	3.10	3.04	2.39	2.26	2.36
22. Disruption of class/school routines	64.9	64.4	50.0	2.93	2.50	2.43	2.84	2.95	2.77	3.04	2.95	3.04
23. Eating/drinking in class (candy, food, gum, etc.)	55.0	54.0	42.9	3.05	2.74	2.86	1.92	2.02	1.70	1.63	1.70	1.80
24. Failing to bring books, paper, etc.	71.2	65.5	61.6	3.49	3.39	3.33	2.74	2.90	2.63	1.75	1.67	1.82

Behavior	% Perceiving As Discipline			Mean Frequency of Occurrance			Mean Level of Seriousness			Mean Degree of Interference		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
25. Failing to do in-class assignments	62.2	51.7	54.5	3.27	3.19	3.00	2.83	3.02	2.80	1.37	1.53	1.42
26. Failing to do homework	59.5	60.9	58.0	3.37	3.43	3.22	2.93	2.98	2.90	1.18	1.25	1.20
27. Failing to turn in homework when due	54.1	49.4	50.0	3.29	3.33	3.27	2.73	2.87	2.91	0.98	1.11	1.44
28. Gambling (cards, penny-tossing, etc.)	33.3	33.3	23.2	1.44	1.35	1.29	2.05	2.66	2.08	1.60	2.30	2.28
29. Getting out of seat without permission/moving about	45.0	43.7	31.3	2.98	2.74	2.85	2.17	2.08	2.00	2.15	2.56	2.27
30. Disrupting group activities	39.6	37.9	33.0	2.37	1.77	1.97	2.67	2.66	2.47	2.66	2.88	2.94
31. Hitting, fighting with other students	61.3	52.9	44.6	2.07	1.70	2.04	3.01	3.15	2.73	3.18	3.36	2.53
32. Hollering, yelling	61.3	54.0	38.4	3.04	2.50	2.86	2.60	2.69	2.02	2.99	3.09	2.51
33. Homicides (attempted or actual)	21.6	26.4	16.1	0.07	0.19	0.19	3.58	3.69	3.63	3.46	3.08	3.42
34. Hyperactivity (abnormally active)	40.5	42.5	33.0	2.88	2.41	2.82	2.17	2.39	2.55	2.18	2.31	2.32
35. Idleness	47.7	44.8	44.6	3.31	3.37	3.45	2.56	2.71	2.80	1.02	1.42	1.04
36. Injuring others (intentional)	36.9	37.9	26.8	1.36	1.12	1.13	3.43	3.53	3.07	3.21	3.36	2.57
37. Injuring self (intentional)	18.0	24.1	18.8	0.61	0.64	0.57	3.32	3.50	3.14	2.91	3.19	2.62
38. Ignoring teacher	68.5	52.9	40.2	3.03	2.94	2.80	2.92	3.10	2.80	1.99	2.54	2.04
39. Inattentiveness (daydreaming, etc.)	58.6	63.2	62.5	3.38	3.26	3.40	2.58	2.59	2.63	1.09	1.30	1.19
40. Infraction of school rules/policies	72.1	70.1	62.5	3.44	3.21	3.15	2.92	2.98	2.99	2.00	2.30	1.79
41. Interfering with work of others	55.0	55.2	45.5	3.11	3.04	3.04	3.00	3.08	2.92	2.29	2.31	2.27
42. Lying (to teacher, others)	55.9	57.5	53.6	2.63	2.53	2.33	2.88	3.20	2.98	1.43	1.43	1.37
43. Making loud noises/laughing at inappropriate times	66.7	60.9	42.0	3.04	2.69	2.96	2.57	2.46	2.48	2.85	3.06	2.94
44. Making obscene gestures	43.2	47.1	27.7	1.90	1.76	1.78	2.41	2.76	2.47	1.96	2.54	2.16
45. Name calling	55.0	51.7	39.3	2.95	2.72	2.80	2.47	2.67	2.46	2.30	2.39	2.07
46. Negative attitudes toward authorities	68.5	65.5	55.4	3.20	2.95	2.92	3.05	3.05	3.08	2.06	2.07	1.56
47. Negative attitude toward school	70.3	70.1	62.5	3.31	3.06	3.22	3.05	2.95	2.99	1.64	1.90	1.49
48. Noise (pencil or foot tapping, etc.)	41.4	51.7	39.3	3.16	3.26	2.98	2.30	2.11	1.82	2.27	2.40	2.23
49. Not following instructions	60.4	57.5	52.7	3.44	3.53	3.44	2.88	2.91	2.86	1.68	1.81	1.98
50. Not paying attention in class or trying not to learn	64.0	71.3	60.7	3.45	3.38	3.46	2.99	3.05	3.14	1.44	1.62	1.49
51. Note passing	35.1	50.6	34.8	2.64	2.73	2.64	1.49	1.78	1.87	1.49	1.69	1.50
52. Obscene notes/writings/graffiti	41.4	44.8	30.4	2.06	1.98	1.77	2.37	2.63	2.46	1.39	1.71	1.74
53. Passive evasion (hiding, delaying, stalling on errands, etc.)	46.8	46.0	35.7	2.47	2.48	2.45	2.09	2.41	2.38	1.15	1.45	1.03
54.1 Students picketing or student strikes	14.4	18.4	16.1	0.22	0.30	0.50	2.28	2.30	1.90	2.41	2.65	2.06
55. Profanity	71.2	64.4	51.8	3.24	3.02	3.05	2.79	2.82	2.77	2.19	2.53	2.07
56. Providing illegal substances (selling, giving away, trading, etc.)	41.4	54.0	33.0	1.51	1.42	1.43	3.44	3.40	3.35	2.16	2.28	1.97
57. Protests, political	12.6	14.9	12.5	0.11	0.29	0.40	2.11	2.06	1.93	1.61	2.24	2.40
58. Protests, racial	18.0	14.9	11.6	0.68	0.18	0.00	2.95	2.50	2.07	2.60	2.50	2.43
59. Racial or ethnic oriented disturbances between individuals	32.4	21.8	12.5	1.08	0.27	0.19	2.87	2.77	2.13	3.03	2.73	2.00

Behavior	% Perceiving As Discipline			Mean Frequency of Occurrance			Mean Level of Seriousness			Mean Degree of Interference		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
60. Rape or attempted rape	21.6	21.8	16.1	0.11	0.00	0.25	3.48	3.68	3.37	3.27	3.46	2.53
61. Reading non-school related materials in class	31.5	37.9	28.6	2.28	2.28	2.50	1.66	1.97	1.78	0.89	1.36	0.94
62. Rejection of normal means, not ends	18.9	16.1	17.0	2.63	2.38	2.11	2.22	2.94	2.21	1.74	2.25	1.37
63. Rejection of values by demeanor	26.1	26.4	21.4	2.75	2.48	2.29	2.61	2.84	2.67	2.00	2.29	1.71
64. Responding disrespectfully to teacher	67.6	52.9	44.6	2.72	2.53	2.27	3.13	3.21	3.06	2.90	3.23	3.00
65. Ritualism (clubs, gangs, cliques, etc.)	15.3	20.7	20.5	2.05	1.27	1.67	1.95	2.18	1.88	1.40	1.50	1.83
66. Running in the halls	59.5	48.3	55.4	3.42	3.30	3.40	2.13	2.19	2.00	1.31	1.57	1.13
67. Shyness, timidity, withdrawing from social interaction	26.1	31.0	33.0	3.00	2.48	2.87	2.21	2.57	2.74	0.55	1.15	0.78
68. Skipping class	69.4	63.2	52.7	2.87	2.61	2.58	2.86	2.71	2.91	0.51	0.79	1.00
69. Sleeping in class	47.7	48.3	34.8	2.59	2.23	2.30	2.36	2.16	2.35	0.96	1.21	1.39
70. Slovenly manner/appearance	32.4	21.8	25.9	3.24	2.82	3.00	2.49	2.14	2.87	0.89	1.46	1.45
71. Smoking/chewing tobacco in any form	48.6	50.6	52.7	2.47	2.33	2.82	2.43	2.77	2.89	1.51	2.00	1.50
72. Smoking marijuana (before school)	46.8	64.4	43.8	1.79	1.91	1.73	3.34	3.47	3.31	1.85	1.75	1.75
73. Smoking marijuana (while at school)	52.3	57.5	40.2	1.76	1.72	1.16	3.36	3.55	3.69	1.90	2.12	1.95
74. Socially delinquent behavior (indecent exposure, etc.)	27.0	33.3	17.0	0.45	0.53	0.57	3.16	3.10	2.95	2.83	2.79	2.83
75. Squirming, fidgeting	31.5	28.7	22.3	3.42	3.04	3.38	2.03	2.23	1.97	1.49	2.04	1.74
76. Stealing exams or tests	28.8	31.0	20.5	0.64	0.32	0.83	2.59	3.31	3.08	1.23	1.79	1.75
77. Stimulating collective behavior (crowds, gangs, mobs, etc.)	35.1	24.1	19.6	1.38	0.65	0.96	2.87	2.91	2.29	2.53	3.04	2.13
78. Striking teacher	29.7	28.7	18.8	0.46	0.11	0.35	3.68	3.37	3.26	3.70	3.50	3.22
79. Student activism (underground newspapers, agitation, etc.)	15.3	13.8	9.8	0.57	0.19	0.31	1.95	2.07	2.15	1.53	1.33	1.08
80. Sulking	34.2	28.7	25.0	2.90	2.59	2.39	1.92	1.96	2.25	1.00	1.52	1.29
81. Suspicious of teacher/others	19.8	25.3	20.5	2.48	2.16	2.00	2.33	2.28	2.46	0.92	1.36	1.08
82. Talking without permission	64.9	71.3	50.9	3.61	3.65	3.56	2.44	2.28	2.30	2.55	2.62	2.04
83. Tardiness to class	76.5	75.9	63.4	3.33	3.47	3.18	2.73	2.71	2.68	2.05	2.62	2.04
84. Tardiness to school	64.9	57.5	43.8	3.39	3.35	3.26	2.77	2.55	2.63	1.67	2.00	1.75
85. Tattling	15.3	18.4	17.0	3.10	2.22	1.86	1.74	1.72	1.40	1.45	1.56	1.35
86. Teasing	34.2	35.6	36.6	2.88	3.00	2.95	2.00	2.13	1.98	1.91	1.97	1.95
87. Theft	63.1	10.3	48.2	1.93	1.98	1.87	3.40	3.46	3.36	1.93	2.35	1.98
88. Threatening teacher	41.4	34.5	24.1	1.21	0.73	0.96	3.47	3.50	3.39	3.27	3.31	2.75
89. Threatening other students	50.5	44.8	31.3	2.00	1.90	1.72	3.23	3.42	3.25	2.93	3.00	2.74
90. Threat of physical violence	44.1	36.8	23.2	1.82	1.55	1.45	3.37	3.39	3.11	3.08	3.19	3.04
91. Throwing objects (spitballs, paper wads, rocks, rubber bands, etc.)	53.2	62.1	46.4	2.32	2.46	2.44	2.64	2.71	2.61	2.60	3.00	2.57
92. Turning in assignments late	41.4	44.8	38.4	3.13	3.12	2.96	2.51	2.55	2.72	0.77	1.00	1.20
93. Use of alcohol (before school)	45.9	49.4	39.3	1.50	1.27	1.36	3.10	3.39	3.33	1.81	1.74	1.77
94. Use of alcohol (while at school)	40.5	49.4	30.4	1.21	1.04	0.91	3.40	3.54	3.32	2.05	2.26	2.27
95. Use of drugs other than marijuana (before school)	36.9	41.4	32.1	1.29	1.05	1.06	3.36	3.76	3.51	1.78	2.23	1.83
96. Use of drugs other than marijuana (while at school)	34.2	43.7	33.0	1.05	0.95	1.00	3.40	3.76	3.68	1.89	2.50	2.32
97. Using foul, obscene, abusing language	64.9	64.4	49.1	2.94	3.11	2.66	3.17	3.19	3.30	2.70	2.93	2.52
98. Vandalism to school property (cutting breaking, marring, marking, etc.)	76.6	77.0	71.4	2.20	2.31	2.15	3.36	3.31	3.36	1.82	2.48	2.11
99. Vandalism to community property	41.4	41.4	31.3	1.85	1.74	1.66	3.29	3.24	3.47	1.58	2.16	1.27
100. Verbal hostility	56.8	46.0	38.4	2.75	2.88	2.29	3.13	3.17	3.15	2.73	3.24	2.73
101. Violations of dress code	26.1	16.1	18.8	2.00	1.47	1.77	2.03	1.88	2.05	1.53	2.08	1.43

Table 3 lists in decending order those student behaviors perceived to be problems in discipline by the greatest percent of responding teachers and administrators. An examination of the column under the "teachers" heading reveals general motivational problems of a fairly passive nature occupy over half of the list. No truly aggressive behavior appears in the top ten with the only destructive behavior being vandalism. The top list for administrators differs somewhat in that destructive behaviors (if theft is considered destructive) figure somewhat more prominently. Administrators' general concerns with attendance show up quite clearly with three out of their top five behaviors being tardiness to class, tardiness to school, and skipping class.

Table 4 lists those behaviors ranked highest on frequency of occurrance by responding teachers and administrators. Again, an examination of the teachers' list reveals that the most frequently observed behaviors tended to be very passive in nature as opposed to drug related or aggressive. Indeed, the list of the most frequently observed behaviors as perceived by responding administrators, while it includes only four behaviors from the teachers' top eleven, also includes almost exlusively problems of a fairly passive nature. It would appear that behavior problems in the general area of lack of motivation were the most frequently observed by both teachers and administrators responding to the survey.

Table 5 lists those behaviors which received the highest mean ratings by responding teachers and administrators on perceived level of seriousness. As could be expected, behaviors on the most serious lists centered around drugs and violence. Teachers placed seven aggressive behaviors and four drug related behaviors at the top of their list while the administrators' top ten included seven drug related behaviors and three aggressive/destructive behaviors.

Table 3

Behaviors Perceived to be Discipline Problems

by Highest Percent of Respondents

Rank	Teachers	Administrators
1	Ambivalence (doesn't care attitude)	Absenteeism (truancy)
2	Vandalism to school property (cutting, breaking, marring, etc.)	Tardiness to class
3	Clowning/foolish behavior	Vandalism to school property (cutting, marring, marking, etc.)
4	Disrespectful towards school personnel	Skipping class
5	Tardiness to class	Tardiness to school
6	Abusing privileges (hall, bathroom, office, etc.)	Infraction of school rules/policies
7	Cheating in class (on tests, projects, classwork, etc.)	Destroying own or other's property
8	Not paying attention in class or trying not to learn	Smoking marijuana (before school)
9	Infraction of school rules/policies	Abusing privileges (hall, bathroom, office, etc.)
10	Failing to bring books, paper, etc.	Disrespectful towards school personnel
11		Theft
12		Using foul, obscene, abusive language

Table 4 Student Misbehaviors Ranked Highest on Mean Frequency of Occurrance as Perceived by Respondents

Rank	Teachers	Administrators
1	Talking without permission	Infraction of school rules/policies
2	Ambivalence (doesn't care attitude)	Tardiness to school
3	Not paying attention in class or trying not to learn	Not following instructions
4	Not following instructions	Abusing privileges (hall, bathroom, office, etc.)
5	Failing to bring books, paper, etc.	Squirming, fidgeting
6	Idleness	Tardiness to class
7	Running in the halls	Failing to do in-class assignments
8	Inattentiveness (daydreaming, etc.)	Failing to do homework
9	Failing to do homework	Failing to turn in homework when due
10	Squirming, fidgeting	Talking without permission
11	Tardiness to class	

Table 5

Student Misbehaviors Ranked Highest on Mean level of Seriousness As Perceived by Respondents

Rank	Teachers	Administrators
1	Homicides (actual or attempted)	Use of drugs other than marijuana (while at school)
2	Use of drugs other than marijuana	Use of drugs other than marijuana (before school)
3	Bringing weapons to school or school functions	Providing illegal substances (selling, giving away, trading, etc.)
4	Smoking marijuana (while at school)	Use of alcohol (while at school)
5	Rape or attempted rape	Smoking marijuana (before school)
6	Striking teacher	Smoking marijuana (while at school)
7	Threatening teacher	Threatening teacher
8	Use of drugs other than marijuana (before school)	Use of alcohol (before school)
9	Use of alcohol (while at school)	Threatening other students
10	Theft	Vandalism to school property (cutting, marring, marking, etc.)
11	Injuring others (intentional)	

Table 6 provides a look at the behaviors ranked highest on mean degree of interference by responding teachers and administrators. This time, the behaviors listed by both teachers and administrators reflect primarily aggressive and destructive behaviors: striking, hitting, threatening, throwing, injuring, and so on.

On Tables 7 through 10 the data are examined relative to the location of the school as reported by the respondent: i.e. urban, suburban, or rural.

Table 7 includes those behaviors perceived to be problems in discipline by the highest percentages of respondents. Urban respondents placed confrontations with authroity figures at the top followed by vandalism, disrespectfulness, tardiness, and clowning/foolish behavior. Suburban respondents listed ambivalence at the top, followed by vandalism, clowning/foolish behavior, tardiness to class, and cheating. Rural respondents placed ambivalence first with vandalism, disrespectfulness and abusing priviliges following. The behaviors on these three lists do not appear to form any sort of pattern.

Table 8 lists those behaviors receiving the highest mean ratings in terms of frequency of occurrence as perceived by the survey respondents. Interestingly, all three groups placed talking without permission at the top of their respective lists. Another interesting result here was that out of the top eleven behaviors on the three lists, seven behaviors appear on all the lists - a remarkable level of agreement which may indicate an inconsistency with the general wisdom which insists that discipline problems in urban, suburban, and rural schools are inherently dissimilar. As when the question of frequency of occurrence was considered in Table 4 for teachers and administrators, Table 8 includes very passive types of behaviors. Again, the most aggressive behavior in all three of the current lists is probably that of running in the halls.

Table 9 lists those behaviors receiving the highest mean ratings on

Student Misbehaviors Ranked Highest on

Table 6 Mean Degree of Interference as Perceived by Respondents

Rank	Teachers	Administrators
1	Striking teacher	Threatening teacher
2	Homicides (attempted or actual)	Conflicts between ethnic/racial groups
3	Injuring others (intentional)	Angry outbursts
4	Defiance (boldly and openly resisting)	Responding disrespectfully to teacher
5	Rape or attempted rape	Threat of physical violence
6	Threatening teacher	Confrontations with authority figures (arguments, bold and open defiance)
7	Threat of physical violence	Disruption of class/school routines
8	Hitting, fighting with other students	Disorderly, rebellious (alienation from authority)
9	Angry outbursts	Using foul obscene, abusive language
10	Disruption of class/school routines	Throwing objects (spitballs, paper)
11	Responding disrespectfully to teacher	

Table 7 Behaviors Perceived to be Discipline Problems

by Highest Percent of Respondents

Rank	Urban	Suburban	Rural
1	Confrontations with authority figures (arguments, bold and open defiance)	Ambivalence (doesn't care)	Ambivalence (doesn't care)
2	Vandalism to school property (cutting, marring, marking, etc.)	Vandalism to school property (cutting, marring, marking, etc.)	Vandalism to school property (cutting, marring, marking, etc.)
3	Disrespectful toward school personnel (insults, rudeness, etc.)	Clowning/foolish behavior	Disrespectful toward school personnel
4	Tardiness to class	Tardiness to class	Abusing privileges (hall, bathroom, office, etc.)
5	Clowning/foolish behavior	Cheating in class (on tests, projects, classwork, etc.)	Tardiness to class
6	Abusing privileges (hall, bathroom, office, etc.)	Abusing privileges (hall, bathroom, office, etc.)	Absenteeism (excused but excessive)
7	Ambivalence (doesn't care)	Destroying own or other's property	Inattentiveness (daydreaming, etc.)
8	Infraction of school rules/ policies	Disrespectful toward school personnel	Infraction of school rules/ policies
9	Profanity	Disrespectful towards other students	Negative attitude toward school
10	Failing to bring books, paper, etc.)	Not paying attention in class or trying not to learn	Cheating in class (on tests, projects, classwork, etc.)
11		Talking without permission	Destroying own or other's property
12			Failing to bring books, paper, etc.)

Student Misbehaviors Ranked Highest on

Table 8 Mean Frequency of Occurrence as Perceived by Respondents

Rank	Urban	Suburban	Rural
1	Talking without permission	Talking without permission	Talking without permission
2	Failing to bring books, paper, etc.	Not following instructions	Not paying attention in class or trying not to learn
3	Ambivalence (doesn't care)	Ambivalence (doesn't care)	Idleness
4	Not paying attention in class	Tardiness to class	Not following instructions
5	Infraction of school rules/ policies	Failing to do homework	Ambivalence (doesn't care)
6	Not following instructions	Failing to bring books, paper, etc.	Inattentiveness (daydreaming, etc.)
7	Running in the halls	Not paying attention in class, trying not to learn	Running in the halls
8	Squirming, fidgeting	Idleness	Squirming, fidgeting
9	Tardiness to school	Failing to turn in homework when due	Failing to bring books, paper, etc.
10	Inattentiveness (daydreaming, etc.)	Running in the halls	Failing to turn in homework when due
11		Inattentiveness (daydreaming, etc.)	
12		Noise (pencil or foot tapping, etc.)	

Table 9 Student Misbehav' 's Ranked Highest on Mean Level of Seriousnes. as Perceived by Respondents

Rank	Urban	Suburban	Rural
1	Striking teacher	Use of drugs other than marijuana (while at school)	Smoking marijuana (while at school)
2	Homicides (attempted or actual)	Use of drugs other than marijuana (before school)	Use of drugs other than marijuana (while at school)
3	Bringing weapons to school or to school functions	Homicides (attempted or actual)	Homicides (attempted or actual)
4	Rape or attempted rape	Rape or attempted rape	Use of drugs other than marijuana (before school)
5	Threatening teacher	Bringing weapons to school or to school functions	Vandalism to community property
6	Providing illegal substances (selling, giving away, trading, etc.)	Smoking marijuana (while at school)	Threatening teacher
7	Injuring others (intentional)	Use of alcohol (while at school)	Rape or attempted rape
8	Theft	Injuring others (intentional)	Theft
9	Use of alcohol (while at school)	Injuring self (intentional)	Vandalism to school property (cutting, marring, marking, etc.)
10	Use of drugs other than marijuana (while at school)	Threatening teacher	Providing illegal substances (selling, giving away, trading, etc.)

level of perceived seriousness. Appearing on all three lists are homicides, rapes, threatining teacher, and use of drugs other than marijuana while at school. In almost all cases, those behaviors appearing in each list relate to either drugs or violence. The single possible exceptions are theft and vandalism, both of which might be interpreted as aggressive or destructive behavior.

Table 10 provides a rank listing of the behaviors with the highest mean scores on degree of interference. The list for urban respondents is headed by striking teacher, followed by homicides (actual or attempted) threatening teacher and rape or attempted rape. The suburban respondents also placed striking teacher at the top of their list, following that with rape or attempted rape, hitting or fighting with other students, and injuring self (intentional). The rural list included homicides (actual or attempted), followed by striking teacher, threats of physical violence, disruption of school/class, and defiance. In almost all cases, those behaviors perceived to be the most interfering were of an aggressive nature either displaying physical violence or mental aggressiveness. The exception to this generalization occurs in the list under rural where two simple disruptive behaviors are included.

Student Misbehavi Ranked Highest on

Table 10 Mean Degree of Interference as Perceived by Respondents

Rank	Urban	Suburban	Rural
1	Striking teacher	Striking teacher	Homicides (attempted or actual)
2	Homicides (attempted or actual)	Rape or attempted rape	Striking teacher
3	Threatening teacher	Hitting, fighting with other students	Threat of physical violence
4	Rape or attempted rape	Injuring others (intentional)	Disruption of class/school
5	Injuring others (intentional)	Confrontations with authority figures (arguments, bold and open defiance)	Defiance (boldly and openly resisting)
6	Hitting, fighting with other students	Threatening teacher	Responding disrespectfully to teacher
7	Angry outbursts	Defiance (boldly and openly resisting)	Angry outbursts
8	Defiance (boldly and openly resisting)	Verbal hostility	Making loud noises/laughing at inappropriate times
9	Threat of physical violence	Responding disrespectfully to teacher	Disrupting group activities
10	Disruption of class/school routines	Threat of physical violence	Confrontations with authority figures (arguments, bold and open defiance)
11		Injuring self (intentional)	

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Conclusions

1. Although myriads of publications are available treating various aspects of the broad area of student discipline, there is very little current, objective, research-based information extant to help identify specific student misbehavior problems occuring in the schools. A need exists for research of this nature to quantitatively establish the actual, current situation with regard to student discipline problems in the public secondary schools.
2. It is possible to develop a comprehensive list of student misbehaviors which are of general concern to public, secondary level educators. The list contained in Table 1 is not complete and requires major revision toward that end.
3. It is probably not possible to secure a clear consensus among line educators with regard to which specific student misbehaviors are disciplinary problems as opposed to problems in other areas. Thus, the development of a working definition, in behaviorial terms, of student discipline problems must be left to someone other than line educators, if indeed such a definition is to be developed.
4. Those behaviors which were perceived to be most serious by responding Indiana educators were primarily drug, alcohol, and violence related. The hypothetical nature of the rating of each behavior on this question must be taken into account when interpreting this conclusion. For example, homicide would obviously be more serious than squirming/fidgeting on a single case basis. Rarity of occurrence is not taken into account by this rating and that fact must be clearly understood to avoid gross misinterpretations of this conclusion.

5. Those behaviors which were perceived by responding Indiana educators to cause the greatest degree of interference with an orderly teaching/learning process also were primarily drug, alcohol, and violence related. As in the previous conclusion, the hypothetical nature of the single case rating of individual misbehaviors must be taken into account in interpreting this finding.
6. On the other hand, those student misbehaviors occuring most frequently, according to respondents to this survey, are quite mild in nature centering around apparent passive evasion and motivational problems.
7. The gross differences between the lists of most serious and most interfering misbehaviors on the one hand and the list of most frequently occurring misbehaviors on the other hand, indicate that the problems which are hypothetically most severe are not, in fact, the problems which are actually occurring with the highest degrees of frequency in the schools.
8. It is a very simple matter to paint a quite gory picture of the student discipline situation in the schools by simply phrasing the questions properly.
9. In general, the results of the current study indicate that perhaps too much written emphasis is placed on the more extreme aspects of student discipline when the most prevalent types of student misbehaving are relatively mild and are in fact more dangerous to teacher morale than to the physical well-being of persons or property, at least in Indiana schools.

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